07/19

AM Read Aloud – Judy from - *The Civil War* by Ward, Burns, & Burns

* Read part of an interview with Shelby Foot describing Abraham Lincoln & his literary skills
* Then read part of the *Gettysburg Address* to demonstrate Lincoln’s literary skills & American style of writing
* Temeka discussed americanrhetoric.com which contains tons of historical speeches & the audio for some of these speeches when available (<http://americanrhetoric.com>)
* Discussed how he wanted to maintain the Union at all costs; wasn’t necessarily about slavery or freeing the slaves

Teaching Demo – Temeka - *Clocking*

* Discussion on proof reading v. editing
* See wiki under teaching demo’s for directions on how to use clocking in the classroom; from *Acts of Teaching* by Joyce Armstrong Carol
* Temeka adapted clocking to work in her classroom
  + Write “this proof reading sheet belongs to \_\_\_\_\_\_\_\_” on the separate piece of paper
  + Have students pass around their papers around until the music stops like musical chairs
  + Next to #1 student writes their name, what they are looking for, & then a symbol (☺, \*, etc.) if they have it. If they do not have it or you do not like what they have draw an arrow next to the area and then on the proof reading paper write the paragraph # and what is missing
  + Continue to repeat these steps for various proof reading components (EX: Selection has an original title, all sentences have appropriate end punctuation, proper use of there, their, they’re, clock for the various parts of the essay – thesis statements, introductions etc.)
  + Teacher can use this time to review grammatical rules as well
  + Each round should be specific
* Useful because it engages students and allows them to focus on one thing at a time
* Individual receives packet back and can make changes that they see necessary; individual must sign off on the end of their sheet saying that have read the comments
* Nissa suggested that the writer also write things on the proof reading paper in areas that they know they are weak in; Temeka suggested adding free space for comments at the bottom of the paper; Trachell suggested having a brain storming session before starting clocking where students can volunteer ideas for what to clock for each round
* Temeka posed this question – What if the student is absent?
  + If multiple peer edits are used then students can catch up on the next peer edit
  + Just allow the student to miss it
  + Have absent students seek out peer edit (give them a list of what was clocked for and ask someone else to do it for them)

Aidan suggested that we watch *Leprechaun in the Hood* – Ice T is in it and the leprechaun becomes a rapper by the end of the movie

Temeka – Under Links & Resources

* Purdue OWL (Online Writing Lab)
  + Includes examples of how to cite MLA format, APA format, sample research papers, and you can even email them with questions
* Writing Fix (one of Temeka’s top 10 websites!)
  + Includes various writing prompts, information on 6+1, ideas about how to include writing across the curriculum (specific subject categories such as history, science etc.), writing genre information, scripted mini lessons tied to literature teachers use
  + Click on Daily Writing Prompts for Journaling – scroll down to the bottom of the page, look at the blue box, and click the click here box to get a journaling prompt; over 500 different prompts

Free Write – Pick writing prompt from Writing Fix or work on Literary Autobiography or collogue

PM Read Aloud – Aidan *Sword & Citadel* by Gene Wolfe

* 1st story reminded Temeka of *Caterbury Tales*
* 2nd story had to be interpreted by the woman in the hospital they were trying to impress in order to win her hand in marriage
* Discussion on Orwell’s *1984* relevance to our social media based society